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Documenting and Improving Student Learning Through the LinguaFolio

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Imagine a language portfolio that provides a context for students and teachers to document and analyze learning progress. Students set learning goals, review and reflect on these goals regularly, and track their own learning to self-assess their progress. Teachers review the portfolio, measure student achievement, and plan curriculum to meet the needs of their students. How can such a portfolio be integrated into the classroom? What are the benefits of using a portfolio? This article addresses these two questions and describes the Nebraska and Kentucky LinguaFolio project aimed at improving student achievement and teacher quality through the integration of a portfolio into the language classroom.

The European Language Portfolio served as the model for the LinguaFolio projects. Initiated in 2001 during the European Year of Language, the European Language Portfolio (ELP) is a three-part document over which students have ownership from the earliest days of language learning to the workplace. The Language Biography, Passport, and Dossier serve respectively to: detail and validate a learner's language background, intercultural activities and language goals; provide an overview of the learner's language proficiency and cultural activities and record any official documents (certificates/diplomas, etc.); and provide evidence of the learner's progress (work samples, tutor's reports, etc.). Recognized by European ministries of education, businesses, and language schools such as the Goethe and Cervantes Institutes and the Alliance Française, the ELP is being used to a varied extent in all 41 nations of the Council of Europe. It is a powerful tool for three important reasons: (1) it helps develop reflective and autonomous learners; (2) it demonstrates the value of multi-purpose language learning, heritage languages, and interculturality; and (3) its self-assessment grid, based on the European Common Frame of Reference (Council of Europe, 2001), provides a common criteria for evaluating competency.

The National Council of State Supervisors for Languages (NCSSFL) has taken the lead in promoting an American version of the ELP, called the *LinguaFolio USA*, as its 2005 The Year of Languages project. This article will focus on the work of two states' Departments of Education, Nebraska and Kentucky, in collaboration with the University of Nebraska-Lincoln, that brought together a wide range of stakeholders to design and pilot versions for grades 3-16.

LinguaFolio Nebraska, for high school and university students, and *LinguaFolio Kentucky*, for young learners, were introduced in selected schools last year as part of a pilot project to research the impact a language portfolio has on improving second language learning. The two states have gathered feedback from teachers and students who participated in the pilot projects. Based on that feedback, the *LinguaFolio Nebraska* and *LinguaFolio Kentucky* were revised as more teachers implemented the language portfolio into their classroom curriculum. Nebraska is collecting data for secondary students and Kentucky for elementary students beginning in 2004-2005 and continuing through 2008-2009.

LinguaFolio Nebraska

The *LinguaFolio Nebraska* (Nebraska Department of Education, n.d., *LinguaFolio*) <http://www.nde.state.ne.us/FORLG/PreK16.htm>) is designed to enhance students' reflection and analysis of their own learning in grades 7-12 through a language journal, a series of checklists identifying language knowledge, skills, cultural understanding, and proficiency levels. A dossier of evidence, consisting of a collection of examples of the student's best work, constitutes a salient part of each individual's portfolio.

This project focuses on the portfolio as a venue to promote self-assessment, to involve students in their own learning, and to propel them towards academic success. According to Williams and Burden, (1997) there is a need for teachers "to encourage learners to talk about their aims and set goals for themselves regarding learning the language, to help them make choices and to encourage a sense of responsibility for (their) actions" (p. 205). Just as teachers must work with specific objectives in mind when planning lessons, students can better meet their objectives when they have a framework to use to guide their work. Effective teachers train their students to evaluate their work themselves, to track their own learning progress, thus teaching them the valuable lesson that "personal change (is) continuous, lifelong and within one's own power" (Williams & Burden, 1997, p. 76).

The *LinguaFolio Nebraska Teacher Guide* (Theiler, 2004) serves as a point of reference from which the teacher can develop an implementation plan tailored for his or her students. At the beginning of the first semester, teachers discuss the *LinguaFolio*, its purpose, and complete the My Language Journey section. The purpose of this section is to help students understand their own language and culture experiences as well as explore learning strategies designed

to improve achievement.

Approximately eight weeks into the first semester, teachers will assist students to better understand language proficiency in the language by introducing the levels of language competency (novice, intermediate, advanced) and communication forms (interpretive, interpersonal, presentational) using the Self Assessment of Competency Level rubric (Appendix C). Under the guidance of the teacher, students can identify their own level of competency, explore the progression of language learning from beginning to expanding levels, and identify their language level at present and set goals for where they want to be. The Self-Assessment Checklist (Appendix B) provides the catalyst from which students can track their own learning by allowing students to specifically assess where they are on a scale of 1 to 100. Students will revisit the checklist at the end of each year of language study and analyze their learning progress.

Increasing student involvement in the assessment process results in increased learning (Black & William, 1998). Central is a set of three questions every learner asks and answers regularly: Where am I trying to go? Where am I now relative to that target? What specific action do I need to take to close the gap (Sadler 1989; Atkin, Black, & Coffey 2001)? Stiggins (1997) notes, “If we start with no focus, no story to tell, no purpose, no clear achievement targets, we end up with useless and unmanageable portfolios” (p. 473). The LinguaFolio Nebraska provides the structure and self-assessment tools and also identifies the levels of language proficiency students should aim for during their language-learning journey.

The Dossier of Evidence assists students in understanding their language growth through the creation of goals, collection of evidence representing achievement of goals, and reflections regarding the learning experience. The Dossier has two cycles beginning with the teacher-driven cycle and progressing through the student-driven cycle. The teacher-driven cycle (Appendix D) is integral in providing evidence representing student growth. The student-driven cycle (Appendix E) is critical to the success of the LinguaFolio as it provides evidence of goal writing, collection of data, and reflections on the attainment of goals and progress of language learning by and for the language learner. Based on the results of the pilot study, writing goals and reflections are difficult tasks for students, and the process requires structured and continual guidance from teachers. Student guides for setting goals and writing self-reflections are included in the Teacher Guide available at <http://www.nde.state.ne.us/FORLG/PreK16.htm>.

LinguaFolio Kentucky

While the emphasis in Nebraska has been on students in grades 9 through 12, LinguaFolio Kentucky (Kentucky Department of Education, n.d., *LinguaFolio*) is focusing on getting early language learners in elementary school to value language and culture, understand their language learning

process, and set personal language learning goals. The Language Biography serves as the primary vehicle for building this attitude of cultural recognition and respect and learner autonomy. It is further supported by the dossier of collected work samples and the passport's official record.

Traditional high school world language programs are more the norm in Kentucky than FLES programs, but a legislative grant to fund 10 start-up elementary school arts and foreign language programs and a desire to promote early language learning shifted the interest in piloting the LinguaFolio Kentucky to young learners. In a pre-study, teachers in these schools were asked to use the self-assessment with their students and to make simple observations and answer basic questions about the preliminary design and implementation of the tool. Kentucky's LinguaFolio is based on the European Language Portfolio and modeled after British and German models. A team of Kentucky P-12 educators developed the competency levels, which are aligned to the Kentucky Content for World Language Proficiency, the European Global Scale of Common Reference, ACTFL performance guidelines (American Council, 1998), and the junior oral proficiency interviews (Center for Applied Linguistics, ELLOPA, 2000-01).

The intention of Kentucky's early language learner self-assessment is to build a foundation for future learner autonomy. According to van Krayenoord and Paris (1997), student self-assessment is fundamental to the development of intrinsic motivation and autonomous learning. Teaching students to acknowledge and take pride in their linguistic and cultural heritage, as well as intercultural activities, is an important first step.

Helping students understand that their background and experiences play a role in their individual learning process prepares them for the next step in developing learner autonomy—understanding how they learn in the classroom.

The Language Biography asks students what language(s) are spoken at home, if and where they have heard other languages spoken, when and how they have interacted with people from other cultures or who speak other languages, and what cultural experiences they have had. Besides validating the often-undervalued heritage speakers' background, using the Language Biography encourages students to recognize their international experiences in small ways that acknowledge the global pattern woven into our everyday lives. Third and fourth grade students in the pre-study noted things like seeing children's books written in Spanish at the public library, hearing their neighbors speak Korean, and participating in a family ceremony where Hebrew was spoken. Recognizing interculturality on a continual basis plants the seeds and nurtures the growth of attitudinal changes that can positively affect how people view

language learning in this country.

Helping students understand that their background and experiences play a role in their individual learning process prepares them for the next step in developing learner autonomy—understanding how they learn in the classroom. In the *LinguaFolio*, students are asked to circle or check what they *can do* in the language, as well as to reflect on what helps them speak, understand, read, and write. The first demand is motivational in that it sets students on a path of positive thinking about their accomplishments. It also provides a clear statement of expectations and gives students the information needed to set learning goals. Students who “can say what color something is” and “can sing a song” will be able to surmise that their next goal might be to say the date or read a simple story (Kentucky Department of Education, n.d., *LinguaFolio*). The second demand asks students to reflect on how they learn by responding to questions like: What helps me understand when I read words in another language? What activities help me pronounce words like my teacher says them? My favorite activities for learning new words and phrases are... (Appendix A). Initially, students, particularly younger ones, will need a good deal of help thinking about possible answers, but purposeful and continuous reflection on the learning process encourages a much higher-order thinking skill and suggests long term effects on learner autonomy.

For the dossier all students are asked to choose samples of their work that show what they know or can do and that demonstrate progress. Kentucky students are already familiar with this concept, as a writing portfolio is part of the statewide assessment. In time, keeping such evidence will support what the students are discovering about their learning process and, as Hill (1995) suggests, engage them in reflecting how well they have achieved the standards and criteria set out for them.

Learning to self-assess and reflect on one’s work takes time for young learners, particularly because of its relationship to the development of metacognitive abilities (McAlpine, 2000). How much time to devote to the *LinguaFolio*’s implementation was a concern of the pre-study. Teachers received background information on the *LinguaFolio* but were intentionally not provided directions for implementing it with their students in order to see what different approaches they might take and how much time they might take for its implementation. Consequently, the amount of time spent on using the self-assessment with students varied greatly. Teachers generally agreed that the Language Biography should be formally addressed three times during the first year, twice in successive years, with periodic references to sections on learning strategies and goals, providing students additional opportunities to think about their learning on their own. In their report on a European study, Little and Perclová (2002) report that when asked how often they should explicitly devote time to the pedagogical functions of the European Language Portfolio (ELP), teachers answered, “As often as possible.”

McAlpine (2000) believes that not only can children as early as five be taught to improve their self-assessment skills, but that they often take it more

seriously than older students. Using the LinguaFolio with young students to explore and appreciate their international connectedness and reflect on their learning process will build a generation of learners who value language, who find language learning transparent, and who are responsible for their own learning.

The Role of Professional Development

According to Kent (2004), “professional development is the catalyst to transforming theory into current best teaching practices” (p. 427). Teachers must be given formal training regarding portfolio implementation followed by opportunities to communicate with other teachers regarding successes and challenges as well as follow-up support for ongoing teacher learning (Darling-Hammond & Falk, 1997). For this reason an immersion Spanish institute was held in Nebraska in June, 2004, to immerse teachers in the Spanish language while modeling research-based instructional strategies and curricula that enhanced language achievement in the classroom. These 25 teachers were informed how to use the LinguaFolio as an assessment tool and how to increase self-regulation of student learning. Pearson (2001) notes, “We need to remind ourselves of the absolutely essential role played by professional development. We would go so far as to say that the professional development surrounding new assessment tools is far more important than the tools themselves” (p. 182). If educators are not informed how to use an instrument or are isolated in the implementation of an assessment tool, the likelihood of a positive effect on student achievement is limited. The production of quality instructors requires that they receive quality preparation.

While many Nebraska foreign language teachers have been trained in developing a standards-based curriculum and creating standards-based instructional strategies through the Nebraska K-12 Foreign Language Frameworks project, they have not been given the time or resources to address the following question: What impact does my foreign language instruction have on second language proficiency and how can I measure student language progress?

As students progress through the school year, the LinguaFolio Nebraska allows students to document their foreign language experiences and progress and record levels of language proficiency reached according to the adapted ACTFL oral proficiency guidelines (American Council on the Teaching of Foreign Languages, 1986). Examples of self-selected student work in the second language are another important source of evidence of student learning. This portfolio will provide the information necessary for the language educator to be able to determine the needs of the students and therefore to adjust instruction as needed. The portfolio also provides teachers and parents with a snapshot of the student’s second language proficiency from Pre-K through college. More importantly, the student will become more conscious of the progression of his or her proficiency and be able to track improvement of

skills. In addition to these assessments, a teacher-independent assessment will also be administered that is performance-based in the areas of reading, writing, and speaking.

Follow-up activities will consist of online discussions via Blackboard, meetings at the Nebraska International Language Association (NILA) fall conference, and through electronic mailing lists. Funding will be sought to expand this project to another cohort of 25 the following two years in order to build a critical mass of foreign language teachers who can serve as turnkey trainers for their foreign language colleagues in their respective school districts. This multiplier effect will build a network and community of language teachers who understand formative and summative assessment of performance-based learning and who have access to language skill development to increase their language competency.

Building a critical mass of teachers who are competent Spanish speakers and who understand pedagogy and how to use formative and summative assessment in Spanish language classrooms will increase language achievement and proficiency among language learners.

Project Evaluation

The objectives of these projects align with both the national standards for foreign language learning (National Standards, 1999) and the Nebraska (Nebraska, 1996) and Kentucky K-12 Foreign Language Frameworks (Kentucky, 2000) and promote systemic approaches to improving foreign language learning. An assessment of student language proficiency gains will be conducted using pre- and post-oral proficiency measures as well as analysis of documents offered as evidence in the student portfolio. A distribution of learners (high, mid, low) will be selected and followed to determine language gains in reading, writing and speaking. Teacher participants will keep a journal relating experiences in their efforts to improve their own language proficiency and that of their students. These will be recorded via Blackboard in private folders accessible only to individual teacher participants and the instructor. These are automatically archived and will provide a rich database for research related to student learning. A focus group and individual interviews will be conducted, transcribed, and analyzed. These quantitative and qualitative measures will provide insights and understanding about how language proficiency can be enhanced among students and teachers alike. An expansion of this project to other schools and school districts will provide valuable longitudinal data that will help foreign language educators to understand how language is learned in classrooms and how to measure that learning in ways that improve instruction and increase student learning.

Conclusion

The LinguaFolio can serve as an assessment for students and teachers in significant ways and for several purposes. Throughout the process of utilizing

portfolios, students continually self-evaluate in order to monitor performance and to self-assess goal progress. This builds effective learners who become active in the management of their own learning and who become independent learners with the ability to self-regulate. Students are not only offered the opportunity to assess their general learning and growth, but they are also offered the opportunity to assess particular components of learning, such as goal setting. Through the process of goal setting, students become aware of the connection between effort and success and can internalize the importance of effort for the achievement of success. In the LinguaFolio project, teachers are taught how to assist and guide students in setting appropriate goals. Teachers extensively model and practice the process of goal writing with students and provide carefully scaffolded practice in self-evaluation to reduce the cognitive load of such processes. Students self-evaluate and gather evidence of whether or not they are meeting their goals. According to McDonald and Boud (2003), "Self-assessment training had a significant impact on the performance of those who had been exposed to it. On average, students with self-assessment training outperformed their peers who had been exposed to teaching without such training in all curriculum areas" (p. 217).

In addition to students, the LinguaFolio is useful for teachers, parents, schools, and colleges. Teachers are able to utilize the portfolios to assess the effect of instruction on student learning. Parents may choose to utilize portfolios in order to assess their child's progress and identify strengths and weaknesses. Schools and colleges may choose to use portfolios to place students in language classrooms that promote a smooth articulation from one level of schooling to the next.

Portfolios offer a powerful venue to increase self-assessment skills, develop self-regulation, and ultimately improve achievement. This project intends to follow language learners for the next five years to determine what students know and are able to do in K-12 classrooms after one, two, three, four, and five years of language instruction. Valuable data collected will help determine if actively involving students in setting learning goals, reflecting on these goals, and tracking their own learning has an impact on their language learning progress.

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APPENDIX A

My Language Biography

Page 5

What helps me understand when I READ words in another language?

look for word
that are in spanish
that like there
spelled in english

What helps me understand when I HEAR words in another language?

When words
sound like
english words

What activities help me PRONOUNCE words like my teacher says them?

repeating words

What helps me COMMUNICATE my ideas to people when I speak?

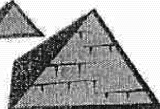
Think of
words that
I have learned
in class.

What helps me communicate my ideas when you WRITE?

I saw the words

What GOALS do I have for learning a language?

Communicate
with other
people



APPENDIX B**Self-Assessment Checklist**

Indicate your level of language ability on the scale of 0–10–20–30–40–50–60–70–80–90–100, with 0 meaning no ability and 100 meaning very high ability (near native speaker).

LISTENING		Date	Date
NOVICE Beginning 1	I can understand when someone speaks very slowly and carefully to me, if I have time to think. 0 - - - - - 100		
	I can understand carefully phrased questions and instructions and I can follow short simple directions. 0 - - - - - 100		
	I can understand numbers, prices and times. 0 - - - - - 100		
NOVICE Beginning 2	I can understand what is said clearly, slowly and directly to me in simple everyday conversation with persons accustomed to non-native speakers. 0 - - - - - 100		
	I can catch the main point in short, clear, simple messages and announcements. 0 - - - - - 100		
	I can understand the essential information in short recorded passages dealing with predictable everyday matters, which are spoken slowly and clearly. 0 - - 100		
INTERMEDIATE Developing 1	I can follow clear everyday conversation, though I sometimes have to ask for repetition. 0 - - - - - 100		
	I can listen to a short narrative and form hypotheses about what will happen next. 0 - - - - - 100		
	I can understand the main points of radio news bulletins and TV programs and simpler recorded material on topics of personal interest when the delivery is relatively slow and clear. 0 - - - - - 100		
INTERMEDIATE Developing 2	I can understand in detail what is said to me in standard spoken language. 0 - 100		
	I can understand the main ideas of complex speech on both concrete and abstract topics delivered in a standard dialect. 0 - - - - - 100		
	I can use a variety of strategies to achieve comprehension, including listening for main points, checking comprehension by using contextual clues. 0 - - - - 100		
ADVANCED Expanding 1	I can follow extended, informal speech. 0 - - - - - 100		
	I can understand idiomatic expressions and slang. 0 - - - - - 100		
	I can understand information from public announcements, e.g. at a sports event, in the airport. 0 - - - - - 100		
	I can understand complex, technical information, e.g. product information and operating instructions. 0 - - - - - 100		
	I can understand films, which contain idiomatic usage and slang. 0 - - - - 100		
ADVANCED Expanding 2	I have no difficulty in understanding any kind of spoken language, whether live or broadcast, even when delivered at fast native speed, provided I have some time to get familiar with the accent. 0 - - - - - 100		

APPENDIX B

Self-Assessment Checklist

Indicate your level of language ability on the scale of 0–10–20–30–40–50–60–70–80–90–100, with 0 meaning no ability and 100 meaning very high ability (near native speaker).

LISTENING		Date	Date
NOVICE Beginning 1	I can understand when someone speaks very slowly and carefully to me, if I have time to think. 0 - - - - - 100		
	I can understand carefully phrased questions and instructions and I can follow short simple directions. 0 - - - - - 100		
	I can understand numbers, prices and times. 0 - - - - - 100		
NOVICE Beginning 2	I can understand what is said clearly, slowly and directly to me in simple everyday conversation with persons accustomed to non-native speakers. 0 - - - - 100		
	I can catch the main point in short, clear, simple messages and announcements. 0 - - - - - 100		
	I can understand the essential information in short recorded passages dealing with predictable everyday matters, which are spoken slowly and clearly. 0 - - 100		
INTERMEDIATE Developing 1	I can follow clear everyday conversation, though I sometimes have to ask for repetition. 0 - - - - - 100		
	I can listen to a short narrative and form hypotheses about what will happen next. 0 - - - - - 100		
	I can understand the main points of radio news bulletins and TV programs and simpler recorded material on topics of personal interest when the delivery is relatively slow and clear. 0 - - - - - 100		
INTERMEDIATE Developing 2	I can understand in detail what is said to me in standard spoken language. 0 - 100		
	I can understand the main ideas of complex speech on both concrete and abstract topics delivered in a standard dialect. 0 - - - - - 100		
	I can use a variety of strategies to achieve comprehension, including listening for main points, checking comprehension by using contextual clues. 0 - - - - 100		
ADVANCED Expanding 1	I can follow extended, informal speech. 0 - - - - - 100		
	I can understand idiomatic expressions and slang. 0 - - - - - 100		
	I can understand information from public announcements, e.g. at a sports event, in the airport. 0 - - - - - 100		
	I can understand complex, technical information, e.g. product information and operating instructions. 0 - - - - - 100		
	I can understand films, which contain idiomatic usage and slang. 0 - - - - 100		
ADVANCED Expanding 2	I have no difficulty in understanding any kind of spoken language, whether live or broadcast, even when delivered at fast native speed, provided I have some time to get familiar with the accent. 0 - - - - - 100		

Appendix C

Self Assessment of Competency Level

		NOVICE		INTERMEDIATE
		Beginning 1	Beginning 2	Developing 1
INTERPRETIVE	Listening	I can understand familiar words and very basic phrases concerning myself, my family and immediate surroundings when people speak slowly and clearly	I can understand phrases and the commonly used vocabulary related to areas of personal relevance (e.g. very basic personal and family information, shopping, local area, employment). I can catch the main point in short, clear, simple messages and announcements.	I can understand main points in a conversation on familiar matters regularly encountered in work, school, leisure, etc. I can understand the main point of many radio or TV programs on current affairs or topics of interest when the delivery is relatively slow and clear.
	Reading	I can understand familiar names, words, and very simple sentences, for example on notes, posters or in catalogs.	I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, menus, and schedules and I can understand short simple personal letters.	I can understand texts that consist mainly of everyday or job-related language. I can understand the description of events, feelings and wishes in personal letters.
INTERPERSONAL	Speaking (Interaction)	I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I am trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics	I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I cannot usually understand enough to keep the conversation going myself.	I can deal with most situations likely to arise when traveling in an area where the language is spoken. I can enter unprepared into conversation on topics that are familiar. Of personal interest or pertinent to everyday life (e.g. family hobbies, work, travel and current events).
	Speaking (Production)	I can use simple phrases and sentences to describe where I live and people I know	I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job.	I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions.
PRESENTATIONAL	Writing	I can write a short, simple postcard, for example sending holiday greetings. I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form.	I can write short, simple notes and messages. I can write a very simple personal letter, for example thanking someone for something.	I can write simple connected text on topics, which are familiar, or of personal interest. I can write personal letters describing experiences and impressions.

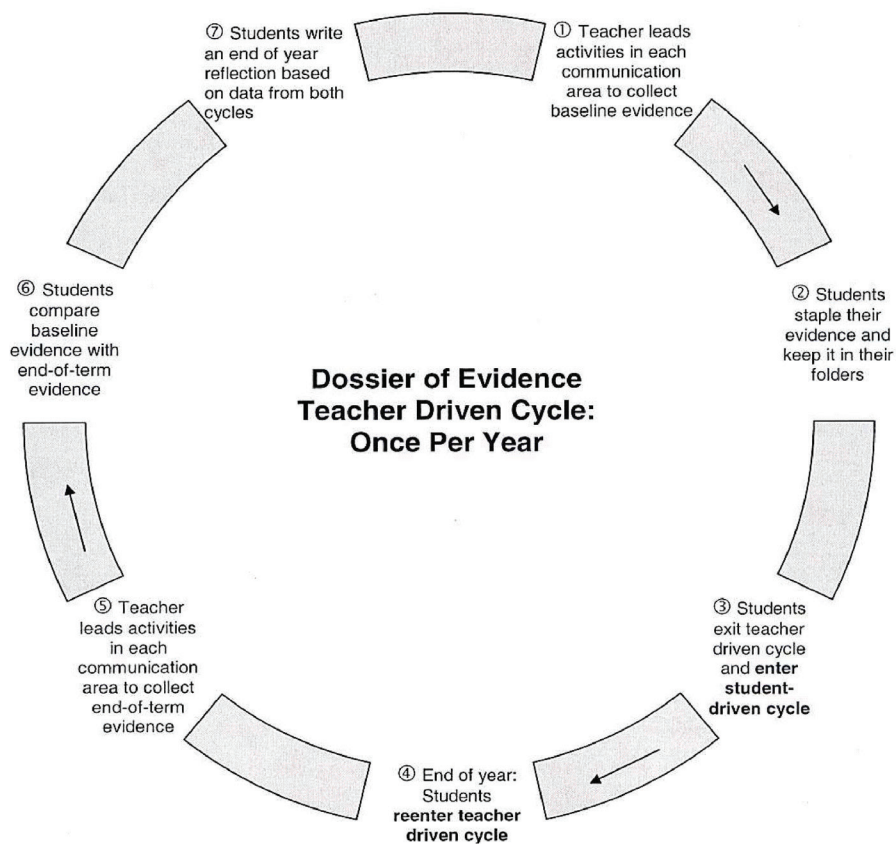
Appendix C

Self Assessment of Competency Level

		INTERMEDIATE		ADVANCED	
		Developing 2		Expanding 1	Expanding 2
INTERPRETIVE	Listening	I can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. I can understand most TV news and current affairs programs. I can understand the majority of films in standard language.	I can understand extended speech even when it is not clearly structured and when relationships are only implied and not signaled explicitly. I can understand television programs and films without too much effort.	I have no difficulty in understanding any kind of spoken language, whether live or broadcast, even when delivered at fast native speed, provided I have some time to get familiar with the accent.	
	Reading	I can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. I can understand contemporary literary prose.	I can understand long and complex factual and literary texts, appreciating distinctions of style. I can understand specialized articles and longer technical instructions, even when they do not relate to my field.	I can read with ease virtually all forms of the written languages, including abstract, structurally or linguistically complex texts such as manuals, specialized articles and literary works.	
	Speaking (Interaction)	I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in discussion in familiar contexts, and support my views.	I can express myself fluently and spontaneously without obviously searching for expressions. I can use language flexibly and effectively for social and professional purposes. I can formulate ideas and opinions with precision and relate my contribution skillfully to those of other speakers.	I can take part effortlessly in any conversation or discussion and have a good familiarity with idiomatic expressions and colloquialisms. I can express myself fluently and convey finer shades of meaning precisely. If I have a problem I can backtrack and restructure around the difficulty so smoothly that other people are hardly aware of it.	
	Speaking (Production)	I can present clear, detailed descriptions on a wide range of subjects. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.	I can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and formulating an appropriate conclusion.	I can present a clear, smoothly flowing description or argument in a style appropriate to the context with an effective logical structure which helps the recipient notice and remember significant points.	
PRESENTATIONAL		I can write clear, detailed text on a wide range of subjects related to my interests. I can write an essay or report that conveys information or gives reasons in support of or against a particular point of view. I can write letters highlighting the personal significance of events and experiences.	I can express myself in clear, well-structured text, expressing points of view at some length. I can write about complex subjects in a letter, an essay or a report, underlining what I consider to be the key issues. I can select a style appropriate to the reader in mind.	I can write clear, smoothly flowing text in an appropriate style. I can write complex letters, reports or articles that present a case with an effective logical structure, which helps the recipient notice and remember significant points. I can write summaries and reviews of professional or literary works.	

Appendix D

Nebraska LinguaFolio Dossier of Evidence: Graphic # 1



Appendix E

Nebraska LinguaFolio Dossier of Evidence: Graphic # 2

